

# Crowland/Westminster/Regents/St James Autumn 1 Marvellous Me

## Small Village, Big Horizons

| Curriculum Area      | Key Knowledge Area   | Knowledge Building Blocks   | Application of Knowledge   | Enquiry Questions and Key Vocabulary  | Reference to Prior Knowledge (see termly plans)  | Reference to Future Knowledge (see termly plans)   | Reference to the Application of Knowledge Across All Curriculum Areas |
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| <b>Marvellous Me</b> | <b>Pupils should be taught about:</b> <ul style="list-style-type: none"><li>•changes within living memory.</li><li>Where appropriate, these should be used to reveal aspects of change in national life</li></ul><br><b>Yr 3 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b> | Children know what happens as we get older and what changes we see. Children know what a timeline is and can put key events on one. Children know how to sequence events? Children know how things have changed since they were a baby. Children can explain the similarities/differences between children and parents? ?<br><br>Yr 3 Children know what the difference is between toys then and now<br>Children know what toys parents played with . Children know how toys have changed from Victorian times. | <p><b>ENQUIRY SKILL</b><br/>Yr 1/2 Ask and begin to answer questions about events<br/>e.g. When? What happened? What was it like...? Why? Who was involved?</p> <p>Yr 3 Asking "What was it like for people in the past?" and using information to help answer the question. Asking, "What happened in the past?" and using information to help answer the question. Asking, "How long ago did an event happen?" and trying to work it out. (Using language such as a little while ago, a very long time ago etc.) Compare and contrast different sources</p> <p><b>INVESTIGATION</b> asking relevant questions;<br/>- using a variety of sources to find out about events, people and changes</p> <p><b>EXPRESSION</b><br/>- the ability to recall, select and organise information<br/>- the ability to use key historical dates and vocabulary to describe and explain different periods in history</p> <p><b>INTERPRETATION</b><br/>- the ability to draw meaning from artefacts, works of art, relics and buildings;<br/>- the ability to suggest meanings and draw conclusions from what they see</p> <p><b>APPLICATION</b><br/>- making the association between aspects of life in different societies,<br/>- considering the impact of past events on the present<br/>- learning both about and also from history.</p> | <p><b>ENQUIRY QUESTIONS</b></p> <p>Year 1<br/>Q1 What can children do at different ages?<br/>Q2 How do I complete a personal timeline?<br/>Q3 How am I different to my parents?</p> <p>Year 2<br/>Q1 What happens to our bodies as we change from babies to children?<br/>Q2 How can I show these changes on a timeline<br/>Q3 How am I the same and how am I different to my parents?</p> <p>Year 3<br/>Q1 What changes do we have in our lives as we get older - from babies to old age<br/>Q2 What differences are there in the lives of us, our parents and our grandparents?<br/>Q3 How have toys changed since Victorian times</p> <p><b>Key Vocabulary</b></p> | <i>Year A term 2 EYFS science animals</i><br><i>Year A term 5 EYFS science-animals</i><br><i>Year B Term 1 EYFS Music-ourselves.our bodies</i><br><i>Year B Term 1 EYFS Science Bodies /senses</i><br><i>Year B Term 2 EYFS Geog-local area</i><br><i>Year B Term 3 EYFS History-space</i><br><i>Year B term 4 EYFS science-animals</i><br><br><i>Writing (autobiography)</i><br><i>None</i> | <i>Year A term 1 Yr 3 science -nutrition</i><br><i>Year A term 1 Yr 5/6 science -inheritance</i><br><i>Year A term 2 KS1 science-animals</i><br><i>Year A term 2 yr4/5 science-teeth</i><br><i>Year A term 4 KS1 history -seasides</i><br><i>Year A term 4 Yr 5/6 science -lifestyles</i><br><i>Year A term 5 KS1 science -animals</i><br><i>Year A term 5 yr 3 sciene-skeletons</i><br><i>Year B term 1 KS1 History-marvellous me</i><br><i>Year B Term 2 KS1 Geog- local area</i><br><i>Year B term 2 Yr 3 Geography-local area</i><br><i>Year B term 2 Yr 3 science humans</i><br><i>Year B term 2 yr5/6 science-animals</i><br><i>Year B Term 3 Yr 4/5 science</i><br><i>Animals/changes</i><br><i>Year B Term 4 KS1 science-animals</i><br><i>Year B term 5 Yr 4/5 science animals</i><br><i>Year B Term 6 KS1 science -animals</i> | <b>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</b>            |

|   |  |   |  | Baby<br>Child<br>Adult<br>Growing<br>Changes<br>timeline   |   | Writing<br>Year A term 3 Yr 3<br>Autobiography<br>Year A term 3 Yr 4/5<br>autobiography<br>Year B term 3 Yr 5/6<br>Biography  |  |
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| Science<br><br>Animals<br>Inc<br>Humans -<br>Body and<br>senses | 1b4:<br>Identify,<br>name, draw<br>and label<br>the basic<br>parts of the<br>human body<br>and say<br>what part of<br>the body is<br>associated<br>with which<br>sense<br><br>3b2: identify<br>that humans<br>and some<br>other<br>animals<br>have<br>skeletons<br>and muscles<br>for support,<br>protection<br>and<br>movement. | Children know that there are five senses. Children know that they use their eyes to see. They know they can see in the light but not dark. They know that an optician helps them see . Children know that they use their ears to hear. Children know the difference between loud and soft noises. They know that some people cannot hear. Children know that they use their tongue to taste. Children know that there are different tastes and different children will like different things. Children know that they use their nose to smell. Children know that they can recognise some objects from their smell alone. Children know that the sense of touch is associated with the whole body, rather than a particular organ. Children know they can recognise some objects using touch alone Children can explain the functions of the human skeleton and identify its main bones | Yr. ½<br><br>they talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g. Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.<br><br>Yr. 3<br><br>They recognize why it is important to collect data to answer questions. They act on suggestions and put forward their own ideas about how to find the answer to a question. With help they can carry out a fair test and explain why it was fair. They predict what might happen before they carry out any tests. They measure length, mass, time and temperatures using suitable equipment. They use scientific vocabulary to describe their observations. They record observations, comparisons and measurements using tables, charts, text and labelled diagrams. They give reasons for observations. They look for patterns in their data and try to explain them. They suggest how they can make the improvements to their work<br><br>INVESTIGATION - asking relevant questions; knowing how to use different types of sources as a way of gathering information<br>EXPRESSION – the ability to explain concepts, methods and practices; the ability to identify and articulate scientific understanding<br>INTERPRETATION – the ability to draw meaning from scientific theories, theories and studies; the ability to suggest meanings<br>APPLICATION - making the association in Science between chemistry, biology and physics; To ability | Key Questions<br>Q1 can we name all five senses?<br>Q2 Can we see in the light and the dark ?<br>Q3 what does an optician do?<br>Q4 How sensitive are our ears ?<br>Q5 what do things taste like ?<br>Q6 can we only touch with our fingers?<br>Year 2<br>Q1 What do we mean by "senses"<br>Q2 How do we see?<br>Q3 what body part do we use to hear?<br>Q4 can you sort objects by touch alone?<br>Q5 how do we use all of our senses?<br>Q6 what is a skeleton?<br>Year 3<br>Q1 how do eyes work?<br>Q2 How do we measure the difference between loud and soft noises?<br>Q3 What happens when someone cannot hear?<br>Q4 What does the human skeleton do?<br>Q5 What key bones can I name? (humerus, tibia, fibula, skull, pelvis)<br><br>Key Vocabulary<br>Eye, ear, nose, tongue, touch, taste, hearing, smelling | Year A Term2 EYFS Science-body parts<br>Year A term 2 EYFS science animal names and structure<br>Year B term 4 EYFS science exercise and health | Year A term 5 KS1 Science, senses<br>Year A term 1 Yr3 science, animals-nutrition<br>Year A term 5 year 3 Science , animals-skeletons<br>Year A term 2 Yr 4/5 science - animals/digestion<br>Year A term 1 Yr5/6 science-evolution<br>Year A term 2 yr5/6 science animals/circulation<br>Year A term 4 Yr5/6 science animals/diet<br>Year B term 1 KS1 science-senses<br>Year B Term 4 KS1 science exercise and health<br>Year B term 2 Yr 3 science teeth and digestion<br>Year B term 3 Yr 4/5 Science-body changes<br>Year B term2 yr5/6 science - animals/nutrients | INVESTIGATION<br>EXPRESSION<br>INTERPRETATION<br>APPLICATION<br>ANALYSIS<br>EVALUATION |

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|           |  |  | <p>to be able to apply a range of scientific knowledge and skills in a variety of contexts.</p> <p><b>ANALYSIS</b> – distinguishing between the feature's methods of different investigations</p> <p><b>EVALUATION</b> – the ability to evaluate a finished product and scientific investigation.</p>   |   |  |  |   |
| <b>RE</b> | <p><b>Crowland and Regent Creation</b><br/> <b>What do Christians believe made the world?</b><br/> <b>To make a connection between Christian ideas of God as Creator and the importance for everyone (not just Christians) of being grateful for what we have.</b></p> <p><b>St James' and Westminster God – Hinduism</b></p> <p><b>There is one God (Brahman). God is so great that we cannot</b></p> | <p>Know that God created the universe.<br/>         Know that the Earth and everything in it are important to God.<br/>         Know that God has a unique relationship with human beings as their Creator and Sustainer.<br/>         Know that humans should care for the world because it belongs to God.<br/>         Know the story of creation from Genesis 1:1–2.3<br/>         Know that 'Creation' is the beginning of the 'big story' of the Bible.<br/>         Know at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.<br/>         Know at least two examples of what Christians do to look after the world</p> <p>Know that Hinduism is a monotheistic religion (belief in one ultimate reality) and Brahman, the ultimate reality, the life force in all things<br/>         Know about Trimurti – Brahma (creator – the beginning of life), Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – representing the cycle of life (helping Hindus worship Brahman, the ultimate reality)</p> | <p>Can retell the story of creation from Genesis 1:1–2.3 simply.<br/>         Can recognise that 'Creation' is the beginning of the 'big story' of the Bible.<br/>         Can say what the story tells Christians about God, Creation and the world.<br/>         Can give at least one example of what Christians do to say thank you to God for the Creation.<br/>         Give at least two examples of what Christians do to look after the world for God.<br/>         Can think, talk and ask questions about living in an amazing world.</p> <p>Can explain how are deities and key figures described in Hindu sacred texts and stories?<br/>         Can explain what might Hindus understand about the Divine through these stories? Can explain the cycle of life for a Hindu<br/>         Can explain the meaning of key associations between God and life</p> <p><b>INVESTIGATION</b><br/>         asking relevant questions.<br/>         knowing how to use different types of sources as a way of gathering information.<br/>         knowing what may constitute evidence for understanding religions.</p> | <p><b>Enquiry Questions</b><br/> <b>Who made the world?</b><br/> <b>What does the Creation story tell us about what God is like?</b><br/> <b>If someone believes God made the world, what might they say about it? What might they say to this Creator?</b></p> <p><b>Key Vocabulary</b><br/> <b>Creation</b><br/> <b>Bible</b><br/> <b>Genesis</b><br/> <b>In the beginning</b><br/> <b>Light/waters/land and sea/sun and moon/birds and fish/animals and humans; rest.</b><br/> <b>Harvest</b><br/> <b>Creator</b></p> <p><b>Enquiry Questions</b><br/> <b>What does a cycle of life mean?</b><br/> <b>Do you think there are any similarities in the creation story of Hindus and Christians?</b></p> <p><b>Key Vocabulary</b><br/> <b>Montheistic</b><br/> <b>Divine</b><br/> <b>Brahman</b><br/> <b>Trimurti</b><br/> <b>Vishnu</b><br/> <b>Shiva</b><br/> <b>Creation</b><br/> <b>Samsara</b><br/> <b>Atman</b><br/> <b>Lakshmi, Hanuman, Ganesh</b><br/> <b>Moksha</b></p> | <p><b>Year A Term 1 EYFS</b><br/> <b>Science: Seasonal changes</b><br/> <b>Year A Term 2 EYFS</b><br/> <b>Science: Similarities and differences in living things</b><br/> <b>Year A Term 5 EYFS</b><br/> <b>Topic:</b><br/> <b>Environment/Greta Thunberg</b><br/> <b>Year A Term 5 EYFS</b><br/> <b>PSHE/RSE: Fair Trade</b><br/> <b>Year B Term 6 EYFS RE: Our Beautiful World</b></p> <p><b>Year B Term 3 KS1</b><br/> <b>Geography: Maps, continents and oceans</b><br/> <b>Year B Term 3 KS1</b><br/> <b>RSE/PSHE: Respect</b><br/> <b>Year B Term 2 KS1</b><br/> <b>PSHE/RSE: Friendship and community</b><br/> <b>Year B Term 1 Y3&amp;4 RE: Hinduism – God</b><br/> <b>Year B Term 2/3 Y4/5 RE: Hindu worship</b><br/> <b>Year B Term 5 Y5/6 RE: Life journey – Hinduism</b><br/> <b>Year A Term 1 Y3&amp;4 RE: God – Hinduism</b><br/> <b>Year A Term 2/3 Y4/5 RE: Hindu worship</b><br/> <b>Year A Term 5 Y5/6 RE: Rites of passage - Hinduism</b></p> | <p><b>Year B Term 5 Y4/5 RE: Creation</b><br/> <b>Year B Term 3&amp;4 Y5/6 RE: Creation</b><br/> <b>Year A Term 1 KS1 RE: Creation</b><br/> <b>Year A Term 4 Y4/5 RE: Creation</b><br/> <b>Year A Term 3 Y5/6 RE: Creation</b></p> | <b>INVESTIGATION</b><br><b>EXPRESSION</b><br><b>REFLECTION</b><br><b>APPLICATION</b><br><b>EVALUATION</b> |
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|  | <p>comprehend , so Hindus also worship deities which are representations of different parts of the one god.</p> <p>Know the symbol of the lotus flower and its association with Brahma, Vishnu and the story of creation</p> <p>Know about other deities as a means of understanding more about Brahman, the ultimate reality, e.g. Lakshmi, Hanuman, Ganesh</p> <p>Know about Atman (the soul) – the bit of the ultimate reality in all living things</p> <p>Know the atman travels continuously through the cycle of life: samsara (birth, life, death, reincarnation) and the goal is for the atman to break free from this cycle of life (moksha)</p> | <p><b>EXPRESSION</b><br/>the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media.</p> <p><b>REFLECTION</b><br/>the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.</p> <p>the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.</p> <p><b>APPLICATION</b><br/>making the association between religions and individual, community, national and international life</p> <p><b>EVALUATION</b><br/>the ability to debate issues of religious significance with reference to evidence and argument.<br/>weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience</p> |  |  |  |
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| <i>Art/DT<br/>Portraits</i> | <i>Yr 1<br/>Pupils should be taught:<br/>to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</i> | <i>Year 1 Children know about the work of a range of artists, Children can explain what a portrait is. Children know that different artists draw in different styles Children know how to use colours to portray emotions in a portrait. Children can talk about Picasso's abstract portraits. Children know how to use collage materials to make an abstract portrait. Children know how to use watercolours to create a background. Children know how to create a line drawing.</i><br><br><i>Year 2</i><br><i>Children can use drawing to create a self portrait. Children have looked at portraits created by da Vinci Matisse Klimt and Warhol. Children can explain what a portrait is. Children know that Picasso was a famous artist who painted portraits. Children can use a range of colours to portray emotions. Children know about Picasso's abstract portraits. Children can use coloured materials to make an abstract portrait. Children know about the work of Paul Klee. Children can use a range of watercolours to create background for a portrait. Children can create line drawings. Children know what a pop artist is. Children can create a pop art portrait.</i><br><br><i>Year 3</i><br><i>Children understand the difference between a portrait and a self portrait. Children have looked at a range of portraits by different artists and can compare. Children know some of Picasso's famous portraits. Children understand how colours can be used to portray emotions. Children can use a range of materials to create a collage portrait. Children can adapt</i> | <i>Yr 1</i><br><br><i>respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades;</i><br><br><i>INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing how pieces are created</i><br><i>EXPRESSION –</i> <ul style="list-style-type: none"><li>•the ability to explain techniques, colours and use of media;</li><li>•the ability to identify and articulate opinions on how an artist has chosen to express their ideas</li></ul> <i>INTERPRETATION –:</i> <ul style="list-style-type: none"><li>•the ability to draw meaning from pieces of art;</li><li>•the ability to suggest alternative meanings.</li></ul> <i>APPLICATION –</i> <ul style="list-style-type: none"><li>•making the association between the purpose, technique, media and meaning behind a piece;</li><li>•identifying the purpose of the piece.</li></ul> | <i>Enquiry Questions</i><br><i>Q1 what is a portrait?</i><br><i>Q2 Do we all draw and paint people the same way?</i><br><i>Q3 what colour is happy?</i><br><i>Q4 How can I make a portrait with collage pieces</i><br><i>Q5 who was Picasso, Klee and Warhol</i><br><br><i>Key vocabulary</i><br><i>Portrait medium collage expression emotion Klimt, Picasso pop art</i> | <i>Year A term 2 Yr 3 Art Monet/Picasso</i><br><i>Year A term 2 yr 4/5 Art Constable</i><br><i>Year A term 5 Yr 4/5 Art portraits</i><br><i>Year A term 1 Yr 5/6 Art- Hallam</i><br><i>Year A term 2 yr 5/6 Art Warhol</i><br><i>Year B term 1 KS1 Art-self portraits</i><br><i>Year B term 1 yr 3 Art-Van Gogh</i><br><i>Year B term 1 yr 4/5 Art-landscapes</i><br><i>Year B term 1 yr 5/6 Art-watercolours</i><br><i>Year B Term 2 yr 5/6 /Art-pastels</i> | <i>INVESTIGATION<br/>EXPRESSION<br/>INTERPRETATION<br/>APPLICATION</i> |  |
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|                        | Pupils should be taught to:<br>• create sketch books to record their observations and use them to review and revisit ideas<br>• improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) | the work of Paul Klee to match their own ideas. Children know who Andy Warhol was. Children can use a range of techniques to create a pop art portrait.   |  |  |   |  |  |
| Music Regents Crowland | 1.1 Ourselves (Exploring sounds)<br><br>Mu1/1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.<br><br>MU1/1.4 experiment with, create, select and combine sounds using the inter-related   | 1.1 Ourselves (Exploring sounds)<br><br>Children will create and respond to vocal sounds. Children will explore how to change sounds.<br><br>Children will create and place vocal and body percussion sounds.<br><br>Children will explore descriptive sounds and explore expressive effects. | 1.1 Ourselves (Exploring sounds)<br><br>Children will explore pitch of vocal sound in a game. The children will explore vocal sounds and add them to a song<br><br>Children will add high, low and sliding sounds to a song.<br><br>Children will perform a poem that demonstrates different ways of using the voice.<br><br>Children will use whole body actions in a song.<br><br>Children will add expressive vocal sounds and body percussion to a story and explore the expressive effect of a different ending to a story. | 1.1 Ourselves (Exploring sounds)<br><br>Key Questions<br>What is pitch?<br>What is the difference between lengths and volumes of vocal sounds?<br><br>Can you add a variety of pitches to match pictures?<br><br>Can you add your own vocal sounds to the song?<br><br>How is this poem using a range of expressive voice?<br><br>Can you use a variety of dimensions (pitch, tempo, dynamics) to perform a poem expressively?<br><br>What actions can you add?<br><br>How can you use body percussion to add to the expressive effect?<br><br>Key vocabulary<br>Pitch<br>Dynamics | 1.1 Ourselves (Exploring sounds)<br><br>Year B<br>EYFS/Y1 Aut 2 1.7 Our School<br>Aut 1 1.1 Ourselves<br><br>Year A<br>EYFS/ Y1<br>Sum 1 1.9 Storytime<br>Spring 1 1.7 Our School<br>Aut 2 1.1 Ourselves<br>Aut 1 1.4 Weather | 1.1 Ourselves (Exploring sounds)<br><br>Year B<br>EYFS/ Yr 1<br>Spring 1 1.9 Storytime<br>KS1<br>Aut 1 1.1 Ourselves<br>Aut 2 1.7 Our School<br>Spring 1 1.4 Weather,<br>1.9 Storytime<br>Spring 2 2.3 Our land<br>Y2/3<br>Aut 1 2.1 Ourselves<br>Aut 2 2.3 Our Land<br>Spring 1 2.9 Weather<br>2.7 Storytime<br>Summer 1 3.3 Sounds<br>Year B (has Mu2/1.5)<br>LKS2 Aut 1 3.1<br>Environment<br>3.2 Building<br>Aut 2 3.4 Poetry<br>Spring 2 4.3 Sounds<br>4.5 Buidling | INVESTIGATION<br>EXPRESSION<br>INTERPRETATION<br>APPLICATION |

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|   | dimensions of music.   |  | Tempo Dimensions   |   | Y4/5<br>Aut 1 4.2 Environment<br>4.4 Recycling<br>Spring 1 4.6 Around the World<br>4.12 Food and Drink<br>Spring 2 5.3 Life Cycles<br>Sum 1 5.4 Keeping Healthy<br>Y6<br>Aut 2 6.2 Journeys<br>Spring 1 6.3 Growth<br>Spring 2 6.4 Roots  |                        |
| 1.10 Our Bodies (Beat)<br>Mu1/1.3<br>Listen with concentration and understanding to a range of high-quality Mu1/1.4 experiment with, create, select and combine sounds using the inter-related dimensions of music. | .10 Our Bodies (Beat)<br><br>Children will use knowledge of beat to perform a steady beat at two different speeds (tempi)<br><br>Children will respond to change of mood in a piece of music with a slow and fast steady beat.<br><br>Children will be able to listen and identify a repeated rhythm pattern.<br><br>Children will be able to combine a rhythm pattern and a steady beat.<br><br>Children will be able to perform with increasing concentration.<br><br>Children will be able to perform rhythm patterns on body percussion..<br><br>Children will be able to invent and perform new rhythms to a steady beat. | <b>1.10 Our Bodies (Beat)</b><br>Children will practise a steady beat co-ordinating left and right sides to a song.<br>Children will recognise and respond to a steady beat song.<br>Children will discuss the changes they hear in the music using musical vocabulary tempo and mood.<br>Children will use body percussion to mark the steady beat in a song.<br>Children will listen to and discuss a Northumbrian folk tune.<br>Children will listen to and practise a steady beat on instruments.<br><b>INVESTIGATION</b><br>Investigating how the voice and body can be used to make sounds<br>Exploring a range of tuned and untuned instruments to compose music<br><b>INTERPRETATION</b><br>The ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo<br><b>REFLECTION</b><br>The ability to reflect on feelings a piece of music gives, the features within it and their own opinions of a variety of music<br>The ability to consider their own performances and evaluate the effectiveness and levels of success<br><b>EMPATHY</b><br>The ability to consider the thoughts, feelings, experiences, attitudes, opinions and values of others;<br><b>APPLICATION</b><br>Identifying key musical terminology and using it in description of music<br>Exploring different ways music is made<br><b>DISCERNMENT</b><br>Recognising that people perceive music in a range of different ways<br><b>SYNTHESIS</b><br>Linking a range of musical devices together to create effective compositions<br><b>EVALUATION</b> | <b>1.10 Our Bodies (Beat)</b><br>Key Questions<br>Can you hear the steady beat?<br>Can you tap to the steady beat?<br>What is the tempo?<br>How can we add body percussion to accompany the song?<br>What instruments can we add to the vocal sounds?<br>Can you select instruments to play sounds during the fast section of the song?<br>Can you use body percussion to show the steady beat?<br>Can you hear the repeating phrases?<br>Can you identify the repeating rhythm pattern?<br>Can you stop playing the instruments when you see the conductor give the signal?<br>Can you make up new verses for a song by changing the order of the action words?<br><br><b>Key vocabulary</b><br>Beat<br>Tempo (slow/fast, slower/faster)<br>Timbre (spooky, scary, bright, cheery)<br>Rhythm<br>Conductor | <b>1.10 Our Bodies (Beat)</b><br>Music Focus Beat<br>Year B Aut 1 1.10 Bodies<br>Aut 2 1.8 Pattern<br>Year A EYFS /Year<br>1 Aut 1 1.2 Number<br>Spring 2 1.5 Machines<br>Sum 1 1.10 Or bodies<br>Sum 2 1.8 Pattern | Year A<br>EYFS/Y1 Summer 1 1.9 Storytime<br>KS1 Aut 1 1.4 Weather<br>Spring 1 1.7 Our School<br>1.9 Storytime<br>Spring 2 2.1 Ourselves<br>2.3 Our land<br>Y2/3<br>Aut 1 2.9 Weather<br>Spring 1 2.3 Our Land<br>2.7 Storytime<br>Spring 2 3.3 Sounds<br>LKS2 (has Mu2/1.5)<br>Aut 1 3.1 Environment<br>3.2 Buildings<br>Aut 2 3.3 Sounds<br>Spring 2 4.6 Around the World<br>Sum 1 4.3 Sounds<br>4.5 Building<br>Sum 2 4.12 Food and Drink<br>Y4/5<br>Aut 1 4.2 Environment<br>Aut 2 4.6 Around the World<br>Spring 1 4.5 Buildings<br>Spring 2 5.3 Life Cycles<br>Summer 2 5.4 Keeping Healthy<br>Sum 2 5.5<br>At The Movies<br>Y6<br>Aut 1 6.4 Roots<br>Spring 1 6.2 Journeys<br>Spring 2 6.3 Growth | 1.10 Our Bodies (Beat) |

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|                      |   |   | The ability to evaluate their own and others performances  |   |   | <b>Year A</b><br>LKS2 Aut 1 3.2 Building<br>Year A Sum 1 4.5<br>Building<br>Year A Y5 Spring 1 4.5<br>Buildings<br>Sum 1 5.4 Keeping Healthy<br><br><b>Year B</b><br>Y2/3<br>Aut 1 2.4 Our Bodies<br>Aut 2 2.10 Pattern<br>Sum 2 3.6 Time<br>LKS2<br>Aut 1 3.2 Building<br>AUt 2 3.6 Time<br>Spring 2 4.5 Building<br>Sum 2 4.10 Time<br>Y4/5<br>Sum 1 5.4 Keeping Healthy<br>Yr6<br>Most units have an element of Beat   |   |
| Westminster ST James | 2.1 Ourselves ( <b>Exploring sounds</b> )<br><br>Mu1/1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.<br>MU1/1.4 experiment with, create, select and combine sounds using the inter-related dimensions of music. | 2.1 Ourselves ( <b>Exploring sounds</b> )<br><br>Children will discover ways to use their voices to describe feelings and moods.<br>Children will create and respond to vocal sounds and body percussion.<br>Children will explore expression in a conversation without words.<br>Children will notate pitch shape and duration using simple line graphics.<br>Children will understand how mood can be expressed using the voice.<br>Children will understand the structure of call and response songs.<br>Children will develop an expressive song performance with voices and instruments. | 2.1 Ourselves ( <b>Exploring sounds</b> )<br><br>Children will explore vocal sounds used to express feelings.<br>Children will add vocal and instrumental sounds to a poem performance.<br>Children will add vocal sounds and body percussion to a song.<br>Children will draw a conversation to show how voices move higher and lower in pitch and are long and short in length.<br>Children will match sounds to mood.<br>Children will perform a call and response song, expressing mood with voices. | 2.1 Ourselves ( <b>Exploring sounds</b> )<br><br>Key Questions<br>How can you use your voice to express feelings?<br>What instrument sounds can be added to the poem?<br>Can you write or draw your expressive ideas on a chart display?<br>What vocal sounds and body percussion can be added to the song?<br>Listen to the song, how is the expressive use of voice used?<br>Can you listen to and describe a piece of vocal music?<br>Can you create a cat conversation?<br>Can you respond to the music in mime?<br>How can pitch and duration be represented visually using a graphic line score?<br>Can you use a graphic line score?<br>Can you match vocal sounds to moods in a song? | 2.1 Ourselves ( <b>Exploring sounds</b> )<br><br>Year B<br>EYFS/Y1 Aut 2 1.7 Our School<br>Aut 1 1.1 Ourselves<br>Spring 1 1.9 Storytime<br>KS1<br>Aut 1 1.1 Ourselves<br>Aut 2 1.7 Our School<br>Spring 1 1.4 Weather,<br>1.9 Storytime<br>Spring 2 2.3 Our land<br><br>Year A<br>EYFS/ Y1<br>Sum 1 1.9 Storytime<br>Spring 1 1.7 Our School<br>Aut 2 1.1 Ourselves<br>Aut 1 1.4 Weather<br>KS1<br>Aut 1 1.4 Weather<br>Spring 1 1.7 Our School<br>1.9 Storytime<br>Spring 2 2.1 Ourselves<br>2.3 Our land | 2.1 Ourselves ( <b>Exploring sounds</b> )<br><br>Year B<br>Y2/3<br>Aut 2 2.3 Our Land<br>Spring 1 2.9 Weather<br>2.7 Storytime<br>Summer 1 3.3 Sounds<br>Year B (has Mu2/1.5)<br>LKS2 Aut 1 3.1<br>Environment<br>3.2 Building<br>Aut 2 3.4 Poetry<br>Spring 2 4.3 Sounds<br>4.5 Buidling<br>Y4/5<br>Aut 1 4.2 Environment<br>4.4 Recycling<br>Spring 1 4.6 Around the World<br>4.12 Food and Drink<br>Spring 2 5.3 Life Cycles<br>Sum 1 5.4 Keeping Healthy<br>Y6<br>Aut 2 6.2 Journeys<br>Spring 1 6.3 Growth | <b>INVESTIGATION</b><br><b>EXPRSSION</b><br><b>INTERPRETATION</b><br><b>APPLICATION</b> |

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|  |  |  |  |  | <b>Spring 2 6.4 Roots</b>               |  |
|  |  |  |  |  | <b>Year A</b>                           |  |
|  |  |  |  |  | <b>Y2/3</b>                             |  |
|  |  |  |  |  | <b>Aut 1 2.9 Weather</b>                |  |
|  |  |  |  |  | <b>Spring 1 2.3 Our Land</b>            |  |
|  |  |  |  |  | <b>2.7 Storytime</b>                    |  |
|  |  |  |  |  | <b>Spring 2 3.3 Sounds</b>              |  |
|  |  |  |  |  | <b>LKS2 (has Mu2/1.5)</b>               |  |
|  |  |  |  |  | <b>Aut 1 3.1 Environment</b>            |  |
|  |  |  |  |  | <b>3.2 Buildings</b>                    |  |
|  |  |  |  |  | <b>Aut 2 3.3 Sounds</b>                 |  |
|  |  |  |  |  | <b>Spring 2 4.6 Around the World</b>    |  |
|  |  |  |  |  | <b>Sum 1 4.3 Sounds</b>                 |  |
|  |  |  |  |  | <b>4.5 Building</b>                     |  |
|  |  |  |  |  | <b>Sum 2 4.12 Food and Drink</b>        |  |
|  |  |  |  |  | <b>Y4/5</b>                             |  |
|  |  |  |  |  | <b>Aut 1 4.2 Environment</b>            |  |
|  |  |  |  |  | <b>Aut 2 4.6 Around the World</b>       |  |
|  |  |  |  |  | <b>Spring 1 4.5 Buildings</b>           |  |
|  |  |  |  |  | <b>Spring 2 5.3 Life Cycles</b>         |  |
|  |  |  |  |  | <b>Summer 2 5.4 Keeping Healthy</b>     |  |
|  |  |  |  |  | <b>Sum 2 5.5 At The Movies</b>          |  |
|  |  |  |  |  | <b>Y6</b>                               |  |
|  |  |  |  |  | <b>Aut 1 6.4 Roots</b>                  |  |
|  |  |  |  |  | <b>Spring 1 6.2 Journeys</b>            |  |
|  |  |  |  |  | <b>Spring 2 6.3 Growth</b>              |  |
|  |  |  |  |  |   |  |
|  |  |  |  |  | <b>2.4 Our Bodies (Beat).</b>           |  |
|  |  |  |  |  | <b>Year A</b>                           |  |
|  |  |  |  |  | <b>LKS2 Aut 1 3.2 Building</b>          |  |
|  |  |  |  |  | <b>Year A Sum 1 4.5 Building</b>        |  |
|  |  |  |  |  | <b>Year A Y5 Spring 1 4.5 Buildings</b> |  |
|  |  |  |  |  | <b>Sum 1 5.4 Keeping Healthy</b>        |  |
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|  |  |  |  |  | <b>Year B</b>                           |  |
|  |  |  |  |  | <b>Y2/3</b>                             |  |
|  |  |  |  |  | <b>Aut 1 2.4 Our Bodies</b>             |  |
|  |  |  |  |  | <b>Aut 2 2.10 Pattern</b>               |  |
|  |  |  |  |  | <b>Sum 2 3.6 Time</b>                   |  |
|  |  |  |  |  | <b>LKS2</b>                             |  |
|  |  |  |  |  | <b>Aut 1 3.2 Building</b>               |  |
|  |  |  |  |  | <b>AUT 2 3.6 Time</b>                   |  |
|  |  |  |  |  | <b>Spring 2 4.5 Building</b>            |  |
|  |  |  |  |  | <b>Sum 2 4.10 Time</b>                  |  |

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|  |  |   | The ability to evaluate their own and others performances   | Score<br>Internalising<br>Rhythm pattern  |  | Y4/5<br>Sum 1 5.4 Keeping Healthy<br>Yr6<br>Most units have an element of Beat  |  |
| <i>Computing</i><br><br><i>Crowland /Regent</i><br><br><i>1.1 technology Around Us</i> | Pupils should be taught to:<br><br>use technology purposefully to create, organise, store, manipulate and retrieve digital content;<br><br>recognise common uses of information technology beyond school;<br>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies . | Children know that technology is something that helps us. Children can locate examples of technology in the classroom<br><br>Children know the main parts of a computer. Children know how to switch on and log into a computer. Children know how to can use a mouse to click and drag. Children know how to use a mouse to open a program. Children know how to click and drag to make objects on a screen<br>Children can use a mouse to create a picture. Children know that writing on a computer is called typing. Children know how to type their name on a computer<br>Children can save and open work to a file. Children know how to use the arrow keys to move the cursor . Children can delete letters. Children know some rules for using technology responsibly | Children can:<br><br>Use applications and devices in order to communicate ideas, work, messages and demonstrate control; save, retrieve and organise work;<br>use key vocabulary to demonstrate knowledge and understanding in this strand:<br><br><b>INVESTIGATION</b><br>asking relevant questions;<br>using different approaches to problem solving, how something can be created or works and debugging.<br><b>EXPRESSION</b><br>the ability to explain processes, concepts and practice, rituals and practices;<br>the ability to identify and articulate computational thinking.<br><b>INTERPRETATION</b><br>the ability to understand computing theories;<br>the ability to suggest meanings.<br><b>APPLICATION</b><br>the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects.<br><b>DISCERNMENT</b><br>seeing clearly for themselves how they use computing in their daily lives and in future employment.<br><b>ANALYSIS</b><br>distinguishing between the feature's methods of different investigations.<br><b>EVALUATION</b><br>the ability to evaluate how a computing system works<br>.. | Enquiry Questions<br>Q1 What is technology?<br>Q2 What are the parts of a computer?<br>Q3 How does the mouse work?<br>Q4 What does a keyboard do?<br>Q5 How do you save your work<br>Q6 What can you do using a mouse and keyboard on PAINT?<br>Q7 why do we need to be careful using computers?<br><br>Key Vocabulary<br><br>Launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present | <i>Year A term 1 EYFS-Technology around us</i>   | <i>Year A term 1 KS1 -IT around us</i><br><i>Year A Term 1 Yr 3 Connecting Computers</i><br><i>Year A term 1 Yr4-The internet</i><br><i>Year A term 1 yr 4/5 sharing information</i><br><i>Year A term 1 Yr5/6 Communication</i><br><i>Year B term 1 KS1 -IT around us</i><br><i>Year B Term 1 Yr 3 Connecting Computers</i><br><i>Year B term 1 Yr4/5-The internet</i><br><i>Year B term 1 yr 45/6 sharing information</i> | <b>INVESTIGATION</b><br><b>EXPRESSION</b><br><b>INTERPRETATION</b><br><b>APPLICATION</b><br><b>DISCERNMENT</b><br><b>ANALYSIS</b><br><b>EVALUATION</b> |
| <i>Westminster/St James</i><br><br><i>2.2 IT around us</i>                             | Children can identify examples of computers. Children know some uses of computers.<br><br>Children know that a computer is a part of information technology. Children can explain the purpose of information   | Children can:<br><br>recognise ways that technology is used in the home and community, e.g. taking photos, blogs, shopping; use links to websites to find information; recognise age-appropriate websites; use safe search filters; use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search  | ..  | Q1 what are some uses and features of information technology?<br>Q2 What information technology is in the home?<br>Q3 What information technology can be found beyond school<br>Q4 How does information technology benefit us ?<br>Q5 How do we use information technology safely   | <i>Year A term 1 EYFS-Technology around us</i><br><i>Year B term 1 EYFS Technology around us</i> | <i>Year A term 1 KS1 -IT around us</i><br><i>Year A Term 1 Yr 3 Connecting Computers</i><br><i>Year A term 1 Yr4-The internet</i><br><i>Year A term 1 yr 4/5 sharing information</i><br><i>Year A term 1 Yr5/6 Communication</i><br><i>Year B Term 1 Yr 3 Connecting Computers</i><br><i>Year B term 1 Yr4/5-The internet</i>   |  |

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|    | <p>technology in the home. Children know how to open a file. Children know how to move and resize images. Children can find examples of information technology and talk about their uses . Children know how information technology is used in a shop. Children know that information technology can be connected and can explain how information technology helps people. Children can list different uses of information technology. Children know how to use information technology responsibly</p> | <p>engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure.</p> <p><b>INVESTIGATION</b><br/>asking relevant questions;<br/>using different approaches to problem solving, how something can be created or works and debugging.</p> <p><b>EXPRESSION</b><br/>the ability to explain processes, concepts and practice, rituals and practices;</p> <p><b>INTERPRETATION</b><br/>the ability to understand computing theories; the ability to suggest meanings.</p> <p><b>APPLICATION</b><br/>the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects.</p> <p><b>DISCERNMENT</b><br/>seeing clearly for themselves how they use computing in their daily lives and in future employment.</p> <p><b>ANALYSIS</b><br/>distinguishing between the feature's methods of different investigations.</p> <p><b>EVALUATION</b><br/>the ability to evaluate how a computing system works</p> |   |   | <p><b>Year B term 1 yr 4/6 sharing information</b></p>  |   |  |
| PE | <p>Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as</p>  | <p>children know how to move at pace for a length of time. Children know how to change direction whilst travelling. children know how to bounce the ball. children know how to bounce the ball whilst moving. Children know how to move with the ball in different ways. Children know how to jump for distance. Children know how to jump for height.</p>   | <p>Yr 1Describe how the body feels before, during and after exercise. Carry and place equipment safely. Use hitting skills in a game. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Use different ways of travelling in different directions or pathways..</p> <p>.Yr 2 Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games.</p> | <p>Enquiry Questions<br/>Q1 can I run fast and slow?<br/>Q2 Can I change direction?<br/>Q3How do I bounce the ball?<br/>Q4How high can I jump?<br/>Q5 How far can I jump?</p> <p>Key vocabulary<br/>dance run jump pace fast slow high low left right catch throw</p> | <p><b>Year A Term 5 EYFS - team games</b><br/><b>Year B term 1 EYFS mastering basic movements</b></p> | <p><b>Year A term 1 yr 3 attacking/defending</b><br/><b>Year A term 1 yr 4/5 football/hockey</b><br/><b>Year A term 1 yr 5/6-netball/tag rugby</b><br/><b>Year A term 5 KS1 -team games</b><br/><b>Year A term 5 Yr 3 -defending/attacking skills</b></p> | <p><b>INVESTIGATION</b><br/><b>EXPRESSION</b><br/><b>INTERPRETATION</b><br/><b>APPLICATION</b></p> |

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|                 | <p>developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending</p> <p><b>Yr 3</b></p> | <p>Children know how to balance. Children can throw a ball. children can catch a large ball with two hands</p> <p><b>Year 2</b></p> <p>Children know how to throw and catch a ball with a partner using different techniques; Children know how to kick a ball whilst moving; Children can pass a ball in different ways; Children can begin to use throwing, catching and kicking skills. Children know how to use rules in simple games; Children can begin to work as part of a team.</p> <p><b>Year 3</b></p> <p>Children know how to throw and catch a ball with a partner using different techniques and demonstrate the best pass to make in a game; Children can kick a ball whilst moving including changing direction and speed, with control and confidence; Children know how to pass a ball in different ways over a range of distances, demonstrating control and accuracy; Children can confidently use throwing, catching and kicking skills in a game with control and accuracy; Children can perform learnt skills with good control; Children know how to follow more complex rules in games and explain the importance of having them;</p> | <p>Position the body to strike a ball. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a gameUse different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game</p> <p><b>Year 3</b></p> <p>Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow) Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game</p> <p><b>INVESTIGATION-</b><br/>-asking relevant questions<br/>- using different approaches to determine skills and tactics</p> <p><b>EXPRESSION-</b><br/>-the ability to express themselves through movement<br/>-the ability to explain what they do and how they do it</p> <p><b>INTERPRETATION-</b><br/>-understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p><b>APPLICATION</b><br/>- make connections between different skills in different sports and how these are interlinked<br/>-to apply the skills they have learnt in different situations</p> |  |   | <p><b>Year B term 1 Yr 3 - throwing/catching skills</b></p> <p><b>Year B term 1 Yr 4/5 football/hockey</b></p> <p><b>Year B term 1 Yr 5/6 netball/tag rugby</b></p> <p><b>Year B term 5 KS1 -team games</b></p> <p><b>Year B term 5 Yr 3 - defending/attacking skills</b></p> |   |
| <b>PSHE/RSE</b> | <p>Emotional well-being</p> <p>How do we recognise our feelings?</p> <p>Feelings; mood; times of change; loss and bereavement; growing up</p>  | <p>Know about different feelings that humans can experience</p> <p>Know how to recognise and name different feelings</p> <p>Know how feelings can affect people's bodies and how they behave</p> <p>Know how to recognise what others might be feeling</p> <p>Know how to recognise that not everyone feels the same</p>   | <p>Can explain how to recognise, name and describe a range of feelings</p> <p>Can explain what helps them to feel good, or better if not feeling good</p> <p>Can explain how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</p> <p>Can explain how how feelings can affect people in their bodies and their behaviour</p>   | <p><b>Enquiry Questions</b></p> <p>How do you feel today?<br/>Can feelings change or become bigger/more intense?<br/>Can you change the way you respond to something?</p> <p><b>Key Vocabulary</b></p> <p>happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused,</p> | <p><b>Year B Term 1 EYFS PSHE/RSE: Emotional well-being</b></p> <p><b>Year B Term 1 EYFS RE: Myself</b></p> | <p><b>Year B Term 1 Y3&amp;4 PSHE/RSE: Emotional well-being</b></p> <p><b>Year B Term 1 Y4/5 PSHE/RSE: Emotional well-being</b></p> <p><b>Year B Term 1 Y5/6 PSHE/RSE: Emotional well-being</b></p>   | <p><b>INVESTIGATION</b></p> <p><b>EXPRESSION</b></p> <p><b>INTERPRETATION</b></p> |

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|  | <p><i>Teachers to be mindful of the delicate nature of bereavement and if anyone in the class has suffered a recent bereavement</i></p> | <p>at the same time, or feels the same about the same things</p> <p>Know about ways of sharing feelings; a range of words to describe feelings</p> <p>Know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>Know about different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>Know how to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>Know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>how to manage when finding things difficult</p> | <p>Can explain ways to manage big feelings and the importance of sharing their feelings with someone they trust</p> <p>Can explain how to recognise when they might need help with feelings and how to ask for help when they need it</p> <p><b>INVESTIGATION –:</b><br/>asking relevant questions;<br/>knowing how to use different types of sources as a way of gathering information.</p> <p><b>EXPRESSION –:</b><br/>the ability to explain patterns of behaviour, beliefs, feelings and practices;<br/>the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media.</p> <p><b>INTERPRETATION –</b><br/>the ability to draw meaning from different viewpoints, world events and societal change;<br/>the ability to know that we are all different and we live in a diverse world;<br/>the ability to use health information to be informed on issues pertaining to health and safety;<br/>the ability to be informed on physiological and emotional changes;<br/>the ability to be informed on good and bad choices and how to respond to different situations;<br/>the ability to know where to seek help and advice.</p> | <p>embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, nervous</p> <p>Big feelings, little feelings, good feelings, not so good feelings, unsure, worried, anger, angry, sadness, excited, intensity, happy, heartbroken, scared, thrilled, distressed, glad, furious, overjoyed, terrified, sleepy, exhausted</p> <p>Loss</p> <p>Bereavement</p> <p>Grief</p> |  |  |
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## Crowland/Westminster/Regents/St James    Autumn 2 Stop, Look and Listen

### Small Village, Big Horizons

| Curriculum Area                                  | Key Knowledge area  | Knowledge Building Blocks   | Application of Knowledge  | Enquiry Questions and Key Vocabulary   | Reference to Prior Knowledge (see termly plans)  | Reference to Future Knowledge (see termly plans)  | Reference to the Application of Knowledge Across All Curriculum Areas |
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| <b>Stop, look and listen</b><br><b>Geography</b> | <p><b>Yr 1 Pupils should be taught about:</b> Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Ge1/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> | <p>Children know 3 things about our local area.</p> <p>Children can find 3 places on a local street map and say where they can be found</p> <p>Children know how to use compass directions to follow simple instructions on the playground.,</p> <p>Children know how to follow a street map.</p> <p>Children are able record what they can see and hear in our local area.</p> <p>Children know how to make decisions about what they like and dislike about our local area.,</p> <p>Children know how to label places on a map of our local area.</p> <p>Children know how to show a 'route' on a map of our local area</p> <p>Children can explain a route to a partner using key words.,</p> <p>Children know how to name 3 different types of housing and explain some differences between these types of houses</p> | <p><b>Yr 1</b></p> <ul style="list-style-type: none"> <li>• I ask what is this place like? • I tell others' the things I like and dislike about a place</li> </ul> <p><b>Yr 2</b></p> <ul style="list-style-type: none"> <li>• I ask what is this place like? • I tell others' the things I like and dislike about a place. • I use words, pictures, bar charts, and pictograms to help me describe places</li> </ul> <p><b>Yr 3</b></p> <p>I ask, "Which HUMAN features does this place have?" • I describe different points of view on an environmental issue affecting a locality.*** • I find out about places and the features in those places by either going to that place to observe or by looking at information sources. • I use my writing skills to communicate what I know.</p> <p><b>INVESTIGATION –</b></p> <ul style="list-style-type: none"> <li>• asking relevant questions;</li> <li>• using a variety of sources to find out about events, people, processes and changes</li> <li>• carrying out fieldwork and observational skills to develop a greater place knowledge</li> </ul> | <p><b>ENQUIRY QUESTIONS</b></p> <p><b>Year 1</b></p> <p>Q1 What local places can I find on a street map?</p> <p>Q2 What can I see and hear in the local area?</p> <p>Q3 How do I plot my route to school on a local map?</p> <p>Q4 What types of houses do I pass on the way to school?</p> <p>Q5 How could I make Swineshead better?</p> <p><b>Year 2</b></p> <p>Q1 What places can I find on a local map and on a map of Boston?</p> <p>Q2 How can I use the 4 main compass directions to follow a route?</p> <p>Q3What is different between a map and an aerial photograph?</p> <p>Q4 What employment is there in the local area?</p> <p>Q5 How can we improve the local area?</p> <p><b>Year 3</b></p> <p>Q1 Can I compare a map of Swineshead with a map of Boston?</p> | <p><b>Year A term 1 EYFS Geog-local weather</b></p> <p><b>Year A term 3 EYFS history-castles</b></p> <p><b>Year A Term 6 EYFS history Britain and the world</b></p> <p><b>Year B term 5 EYFS geog-local area</b></p> | <p><b>Year A term 1 KS1 Geog-local weather</b></p> <p><b>Year A term 3 KS1 history-castles</b></p> <p><b>Year A Term 6 KS1 history Britain and the world</b></p> <p><b>Year B term 5 KS1 geog-local area</b></p> <p><b>Year B term 2 geog -local area comparison</b></p> <p><b>Writing (reports)</b></p> <p><b>Year A term 1 EYFS reports</b></p> <p><b>Year A term 1 KS1 reports</b></p> | <p><b>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</b></p>     |

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|         | <p><b>Yr 3</b> •use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br/>•use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>   | <p>Children should be able to name 3 (or more) jobs that people do in our local area. Children know how to ask questions to find out what local people do in our area. Children are able to suggest 2 ways in which where we live could be improved. Children know how to cross roads safely.</p> <p>Yr 3 Children can conduct a road traffic survey and present their collected information</p>   | <p><b>EXPRESSION</b></p> <ul style="list-style-type: none"> <li>the ability to recall, select and organise information</li> <li>the ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography</li> </ul> <p><b>INTERPRETATION</b></p> <ul style="list-style-type: none"> <li>the ability to draw meaning from maps, atlases, globes, and data collected through fieldwork;</li> <li>the ability to suggest meanings and draw conclusions from what they see</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>making the association between aspects of life in different countries,</li> <li>considering the impact of human activities on the environment</li> <li>learning both about and also from geography</li> </ul>        | <p><b>Q2</b> Can I give directions to another to follow a route on a map across Swineshead?</p> <p><b>Q3</b> Can I compare features seen on aerial photographs?</p> <p><b>Q4</b> What are the main land uses in the local area</p> <p><b>Q5</b> What is the traffic like in the local area and how could I overcome any issues?</p> <p><b>Key Vocabulary</b></p> <p>Compass<br/>Direction<br/>Fieldwork<br/>Industrial<br/>Residential<br/>Commercial<br/>Agricultural<br/>survey</p>  |   |  |  |
| Science | <p>1d1: Observe changes across the four seasons<br/>1d2: Observe and describe weather associated with the seasons and how day length varies</p> <p>3d3: recognise that light from the sun can be dangerous and that there are ways to protect their eyes<br/>5d4: use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> | <p>Children can describe how the weather changes across the Seasons• children can describe day length in autumn• children can observe and describe the weather in autumn. • children can collect and record data about the weather in Autumn.</p> <p>• children can identify signs of autumn. Children can describe how day length varies from autumn to Winter.</p> <p>• children can identify changes in the trees and in clothes that We wear from autumn to winter. • children can observe and describe the weather in winter. • children can collect and record data about the weather in Winter. Children know that the sun can be dangerous to your eyes<br/>Children know how the tilt of the earth causes the seasons</p> | <p>Yr. ½ they talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g. Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p> <p><b>INVESTIGATION</b><br/>asking relevant questions<br/>Knowing how to use different types of sources as a way of gathering information.<br/><b>EXPRESSION</b><br/>the ability to explain concepts, methods and practices</p> | <p><b>Key Questions</b></p> <p>Question 1 What are seasons?<br/>Question 2 How does the weather change in different seasons<br/>Question 3 What difference does the season make to the weather?<br/>Question 4 What difference does the season make to what we wear<br/>Question 5 How does the day vary in length during the year<br/>Question 6 Why can the sun be dangerous<br/>Question 7 Why do the seasons occur</p> <p><b>Key Vocabulary</b><br/>Autumn, winter, spring, summer, seasons, months, daylight, weather</p> | <p><b>Year A term 1 EYFS geography -weather</b><br/><b>Year A term 1 Ks1 geography weather</b><br/><b>Year A term 1 seasonal changes</b><br/><b>Year A term 2 yr 3 geography plants and climates</b><br/><b>Year B term 2 EYFS music seasons</b><br/><b>Year B term 3 EYFS music-weather</b><br/><b>Year B term 6 /EYFS science -plants</b></p> | <p><b>Year A term2 Yr 3 science -light</b><br/><b>Year A term 6 yr 5/6 science -Light</b><br/><b>Year B term 3 Ks1 music weather</b><br/><b>Year B term 4 Ks1 music-seasons</b><br/><b>Year B term 6 /EYFS science -plants</b><br/><b>Year B term 1 Yr 3 geography-climates</b><br/><b>Year B term 6 Yr 3 science -light</b><br/><b>Year B term 3 Yr 5/6 science Earth and Space</b><br/><b>Year B term 5 yr 5/6 science Light</b></p> | <p><b>INVESTIGATION</b><br/><b>EXPRESSION</b><br/><b>INTERPRETATION</b><br/><b>APPLICATION</b><br/><b>EVALUATION</b></p> |

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|           |  |   | <p><b>the ability to identify and articulate scientific understanding.</b></p> <p><b>INTERPRETATION</b><br/>the ability to suggest meanings</p> <p><b>APPLICATION</b><br/>The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts</p> <p><b>EVALUATION</b><br/>the ability to evaluate a finished product and scientific investigation</p>  |  |  |   |   |
| <b>RE</b> | <p><b>Crowland and Regent God – Christianity</b></p> <p><b>God is carer, forgiver, and creator. All powerful. The same God as that of Jewish people</b></p> <p><b>Westminster and St James</b><br/><b>In depth study of Hinduism</b></p> | <p>Discuss which people are in authority in our lives and how we show respect for them.</p> <p>Know the Creation accounts Genesis 1-2 and where is the story found (see Autumn Term 1)</p> <p>How do you feel when you have made something special? Sequence pictures of the days of creation.</p> <p>Know beliefs about God and how they are explored in stories from the Old Testament</p> <p>Know Christians believe in one God who has created the world (Genesis 1)</p> <p>Know that Christians believe that God loves human beings and wants them to be in relationship with him (e.g. Abraham, Moses, Noah, King David)</p> <p>Know Christians believe that God never gives up on people (e.g. Jonah) .</p> <p>Know and can expand upon the key beliefs: Brahman, the Trimurti, samsara, atman, karma, moksha, dharma</p> <p>Know about worship engage with/affect the natural</p> | <p>Can retell Old Testament Bible stories? E.g., Moses, Abraham, Jonah, etc.</p> <p>Can explain what the stories in the New Testament tell Christians about God</p> <p><b>INVESTIGATION</b><br/>asking relevant questions; knowing how to use different types of sources as a way of gathering information</p> <p><b>EXPRESSION</b><br/>the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media.</p> <p><b>INTERPRETATION</b><br/>the ability to suggest meanings</p> <p><b>APPLICATION</b><br/>making the association between religions and individual, community, national and international life; identifying key religious values and their interplay with secular ones.</p> <p>Can explain how Hindu belief expressed collectively</p> <p>Can explain how Hindu worship and celebration build a sense of community</p> <p>Can explain about worship and celebration: ways in which worship and celebration engage with/affect the natural</p> | <p><b>Enquiry Questions</b></p> <p>Who is in authority?</p> <p>How do we show respect?</p> <p>What do we believe to be true?</p> <p>How do people communicate with God?</p> <p>Who is special to us?</p> <p>How do we show it?</p> <p><b>Key Vocabulary</b></p> <p>Genesis 1</p> <p>Creation</p> <p>God</p> <p>Creator</p> <p>Abraham</p> <p>Moses</p> <p>Noah</p> <p>Jonah</p> <p>Old Testament</p> <p>Bible</p> <p><b>Enquiry Questions</b></p> <p>How can we show respect in special places?</p> <p>What special things do we have at home and how do we treat them?</p> <p>What is a shrine?</p> <p><b>Key Vocabulary</b></p> <p>Brahman</p> | <p><b>Year B Term 3 EYFS RE:</b><br/>My Special Things</p> <p><b>Year A Term 3 EYFS RE:</b><br/>My Special Things</p> <p><b>Year A Term 4 EYFS RE:</b><br/>Special Times for Me and Others</p> <p><b>Year A Term 6 EYFS RE:</b><br/>Our beautiful world</p> <p><b>Year B Term 6 EYFS RE:</b><br/>Our beautiful world</p> <p><b>Year B Term 3 EYFS PSHE/RSE:</b><br/>Respect</p> <p><b>Year B Term 1 KS1 RE:</b><br/>Hinduism – God</p> | <p><b>Year B Term 3&amp;4 Y3&amp;4 RE:</b><br/>God – Christianity</p> <p><b>Year B Term 1 Y5/6 RE:</b><br/>God – Christianity</p> <p><b>Year A Term 3 Y3&amp;4 RE:</b><br/>God Incarnation</p> <p><b>Year A Term 1 Y5/6 RE:</b><br/>God - Christianity</p> <p><b>Year B Term 5 Y4/5 RE:</b><br/>Creation</p> <p><b>Year B Term 3&amp;4 Y5/6 RE:</b><br/>Creation</p> <p><b>Year A Term 1 KS1 RE:</b><br/>Creation</p> <p><b>Year A Term 4 Y4/5 RE:</b><br/>Creation</p> <p><b>Year A Term 3 Y5/6 RE:</b><br/>Creation</p> <p><b>Year B Term 4 KS1 Geography:</b><br/>Maps, continents and oceans</p> <p><b>Year B Term 3 KS1 RSE/PSHE:</b><br/>Respect</p> <p><b>Year B Term 2 KS1 PSHE/RSE:</b><br/>Friendship and community</p> <p><b>Year B Term 1 Y3&amp;4 RE:</b><br/>Hinduism – God</p> | <p><b>INVESTIGATION</b></p> <p><b>EXPRESSION</b></p> <p><b>INTERPRETATION</b></p> <p><b>APPLICATION</b></p> |
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|                              | Hindus worship in the home (Home shrines) and in the temple or Mandir.<br>Use of the Puja tray and divi/diya lamp<br>What happens during worship e.g. Removing shoes, ringing bells, touching floor with forehead, singing, prayer, making offerings, blowing conch shell, chanting of Aum   | in the home: home shrine often including a murti (an image of a particular deity that has been consecrated), Know about Hindus devotion to particular deities (representing different expressions of Brahman, the ultimate reality), Know the importance of the family and the way in which dharma relates to family life Know about worship in the mandir: puja ; the significance of the objects on the puja tray – a bell (toe awaken the deity that is the focus of worship), water, flowers, fruit/food, incense (to engage all the senses); the arti ceremony (act of worship involving a diva lamp in which the Brahmin [priest] shares the light with the community of worshippers) | world; ways in which this relates to beliefs about creation and natural world Can explain the purpose of visual symbols in the mandir and home<br><br><b>INVESTIGATION</b><br>asking relevant questions; knowing how to use different types of sources as a way of gathering information<br><b>EXPRESSION</b><br>the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media.<br><b>INTERPRETATION</b><br>the ability to suggest meanings<br><b>APPLICATION</b><br>making the association between religions and individual, community, national and international life; identifying key religious values and their interplay with secular ones. | Trimurti<br>Vishnu<br>Shiva<br>Creation<br>Samsara<br>Atman<br>Moksha<br>Murti<br>Dharma<br>Mandir<br>Puja<br>Diva/diya lamp<br>Worship  |  | Year B Term 2/3 Y4/5 RE:<br>Hindu worship<br>Year B Term 5 Y5/6 RE:<br>Life journey – Hinduism<br>Year A Term 1 Y3&4 RE:<br>God – Hinduism<br>Year A Term 2/3 Y4/5 RE:<br>Hindu worship<br>Year A Term 5 Y5/6 RE:<br>Rites of passage - Hinduism   |  |
| <b>DT</b><br><b>Vehicles</b> | Yr. ½ Pupils should be taught to:<br>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].<br>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.<br><br>Yr 3 Pupils should be taught to:<br>design purposeful, functional, appealing products for themselves and other users based on design criteria; generate, develop, model and communicate | Children can choose their favourite vehicle to compare, draw and label. • Children can identify a variety of different types of vehicles. Children can identify the main features of a variety of vehicles Children can identify the uses for a variety of vehicles. Children know what wheels, axles and chassis are. Children know that there are two different ways of attaching wheels to axles. Children can experiment with a range of materials and techniques to combine wheels, axles and chassis Children can choose materials to use as the body of a vehicle Children can identify different ways of combining materials to create the body                                     | Yr. ½ Explore an existing product. • Draw a simple design. • Take a picture which has at least one moving mechanism. • Start to understand what design criteria is used for. • Evaluate what they did well on their product build simple structures, exploring how they can be made stronger, stiffer and more stable. talk about and start to understand the simple working characteristics of materials and components. explore and create products using mechanisms, such as levers, sliders and wheels<br><br>Yr 3<br>assemble, join and combine material and components with some degree of accuracy; explore and evaluate existing products, explaining the purpose of the product and whether it is designed              | Enquiry Questions<br>Q1 How are different vehicles used?<br>Q2 what are axes, chassis and body?.<br>Q3 What is the body of a vehicle?<br>Q4 How can we decorate it??<br>Q5 Can you follow your design?<br>Q6 How can you improve your construction?<br>Yr 3<br>Q1 How are different vehicles used?<br>Q2 what are axes, chassis and body?.<br>Q3 How can we add lettering and logos to the vehicle body?<br>Q4 How can we use a motor to turn the axis?<br>Q5 Why do we need tyres?<br>Q6 Can you follow your design?<br>Q7 How can you improve your construction? | Year A term 3 EYFS<br><i>Moving Pictures</i><br>Year A term 3 KS1 DT<br><i>pulleys for drawbridge</i><br>Year B Term 2 EYFS DT<br><i>vehicles</i><br>Year B Term 2 KS1 DT<br><i>vehicles</i> | Year A term 3   Yr 3   DT<br><i>moving vehicle</i><br>Year A term 1 yr 4/5<br><i>bridge construction</i><br>Year A term 3 Yr 5/6 DT<br><i>model ship</i><br>Year A term 5 yr 5/6 Key<br><i>designers</i><br>Year B term 2 Yr 3 DT<br><i>moving model</i><br>Year B term 2 Yr 4/5 DT<br><i>boats</i><br>Year B term 3 Yr 5/6 DT<br><i>electrical components</i> | <b>INVESTIGATION</b><br><b>EXPRESSION</b><br><b>INTERPRETATION</b><br><b>APPLICATION</b> |

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|  | <p>their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> | <p>of a vehicle. Children can identify different ways of decorating the body of a vehicle.</p> <p>Children can design a vehicle to include wheels, axles, chassis and bodies</p> <ul style="list-style-type: none"> <li>• Children can describe which materials and tools they will need to make their vehicles. Children can discuss their designs and say what they think and feel about them.</li> </ul> <p>Children can follow a design to create a vehicle</p> <p>Children can use a variety of materials and tools safely and effectively to create a vehicle. Children can identify ways in which they could improve their products and amend accordingly.</p> <p>Children can evaluate a finished product by identifying what they did well.</p> <p><b>Yr 3</b></p> <p>Children can use IT to create designs for the body of the vehicle including lettering and symbols to represent the vehicle purpose.</p> <p>Children know that a motor rotates. Children know how a motor can be used to rotate the axis, children know that the wheels need to create friction to move</p> | <p>well to meet the intended purpose; explore what materials /ingredients products are made from and suggest reasons for this; consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;</p> <p>evaluate their product against their original design criteria</p> <p><b>INVESTIGATION –:</b></p> <p>asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing how pieces are created</p> <p><b>EXPRESSION –</b></p> <ul style="list-style-type: none"> <li>• the ability to explain techniques, colours and use of media;</li> <li>• the ability to identify and articulate opinions on how an artist has chosen to express their ideas</li> </ul> <p><b>INTERPRETATION –</b></p> <ul style="list-style-type: none"> <li>• the ability to draw meaning from pieces of art;</li> <li>• the ability to suggest alternative meanings.</li> </ul> <p><b>APPLICATION –</b></p> <ul style="list-style-type: none"> <li>• making the association between the purpose, technique, media and meaning behind a piece;</li> <li>• identifying the purpose of the piece.</li> </ul> | <p><b>Key vocabulary</b></p> <p><b>Axis, chassis, body, vehicle, design, motor, friction, tyres</b></p>  |  |  |  |
| <p><b>Music</b></p> <p><b>Crowland Regents</b></p> | <p>1.7 Our School (Exploring sounds)</p> <p><b>MU1/1.1</b> Use their voices expressively and creatively by singing songs and speaking in chants and rhymes.</p> <p><b>MU1/1.2</b> Play tuned and untuned instruments musically</p> <p><b>MU1/1.4</b> Experiment with, create, select and combine sounds using</p>   | <p>1.7 Our School (Exploring sounds)</p> <p>Children will explore different sound sources and materials.</p> <p>Children will explore the materials ad sounds of percussion instruments.</p> <p>Children will analyse the dynamics and duration of sounds around the school.</p> <p>Children will create two contrasting textures?</p>  | <p>1.7 Our School (Exploring sounds)</p> <p>Children will map sounds in the classroom and play a sequence of them.</p> <p>Children will explore the materials and sounds of percussion instruments.</p> <p>Children will listen to real sounds in school and record their own.</p> <p>Children will compose music which captures atmosphere.</p>  | <p>1.7 Our School (Exploring sounds)</p> <p><b>Key Questions</b></p> <p>What sounds can you hear in the classroom?</p> <p>Can you map the sounds on a classroom map?</p> <p>What sounds can you hear around school?</p> <p>Can you record your own sounds?</p> <p>Can you compose music which captures atmosphere?</p> | <p>1.7 Our School (Exploring sounds)</p> <p><b>Year B</b></p> <p><b>EYFS/Y1</b> Aut 2 1.7 Our School</p> <p><b>KS1</b></p> <p><b>Aut 1 1.1 Ourselves</b></p> | <p>1.7 Our School (Exploring sounds)</p> <p><b>Year B</b></p> <p><b>EYFS/ Yr 1</b></p> <p><b>Spring 1 1.9 Storytime</b></p> <p><b>KS1</b></p> <p><b>Spring 1 1.4 Weather, 1.9 Storytime</b></p> <p><b>Spring 2 2.3 Our land</b></p> <p><b>Y2/3</b></p> <p><b>Aut 1 2.1 Ourselves</b></p> | <p><b>INVESTIGATION</b></p> <p><b>EXPRESSION</b></p> <p><b>APPLICATION</b></p> |

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|   | interrelated dimensions of music.  | <p>Children will learn to sing a new song.</p> <p>Children will interpret sounds and explore instruments.</p> <p>Children will create a soundscape as part of a song performance.</p>   | <p>Children will learn to sing a new song and listen to the sounds in it.</p> <p>Children will film their environment.</p> <p>Children will create a soundscape of their school surroundings and add it to the song they learnt.</p>   | <p>Can you learn to sing a new song?</p> <p>Can you film the environment of your school?</p> <p>What is a soundscape?</p> <p>Can you create a soundscape of your school surroundings and add it to the song?</p>                         | Aut 1 1.4 Weather   | <p>Summer 1 3.3 Sounds Year B (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth Spring 2 6.4 Roots</p> |  |
| 1.8 Pattern (Beat)<br>Mu1/1.2 Play tuned and untuned instruments musically<br>Mu1/1.3 Listen with concentration and understanding to a range of high-quality live and recorded music.<br>MU1/1.4 Experiment with, create, select and combine sounds using interrelated dimensions of music. | <p>1.8 Pattern (Beat)</p> <p>Children will mark a steady beat with voices and body percussion.</p> <p>Children will understand a steady beat and count in patterns of 2,3,4 beats (metre).</p> <p>Children will perform a steady beat in patterns.</p> <p>Children will explore different ways to emphasise the first beat in a repeating pattern.</p> <p>Children will identify metre by recognising its pattern.</p> <p>Children will explore different ways to emphasise beats to form a group (metre).</p> <p>Children will explore sounds on instruments and find different ways to vary their sound.</p> | <p>1.8 Pattern (Beat)</p> <p>Children will sing a song about animals and tap knees to show the beat.</p> <p>Children will perform an animal song marking beats with voices and bodies.</p> <p>Children count out beats in groups of twos, threes and fours.</p> <p>Children will perform a number pattern using taps and claps.</p> <p>Children will match sounds to beat patterns.</p> <p>Children will listen to different ways of marking a string beat.</p> <p>Children will practise counting in two, three and four beat groups (metre).</p> <p>Children will create snake sounds on instruments and play in 2,3 and 4 beat groups.</p> <p>INVESTIGATION- Investigating how the voice and body can be used to make sounds</p> <p>Investigating own feelings and emotions related to a range of musical experiences</p> <p>EXPRESSION- the ability to explore music as a medium for expressing themselves</p> <p>APPLICATION- identifying key musical terminology and using it in description of music</p> | <p>1.8 Pattern (Beat)</p> <p>What is the beat?</p> <p>How can you show the beat in the song?</p> <p>Can you mark the beat with voices and your body?</p> <p>Can you mark the beat by tapping in a pattern?</p> <p>Can you match the sounds to the beat?</p> <p>Can you hear the different ways of marking a strong beat?</p> <p>Can you practise counting in 2,3 and 4 beat groups (metre)?</p> <p>Can you create snake sounds on instruments and play in 2,3 and 4 beat groups?</p> | <p>1.8 Pattern (Beat)</p> <p>Music Focus Beat</p> <p>Year B Aut 1 1.10 Bodies</p> <p>Aut 2 1.8 Pattern</p> <p>Year A EYFS /Year 1 Aut 1 1.2 Number</p> <p>Spring 2 1.5 Machines</p> <p>Sum 1 1.10 Or bodies</p> <p>Sum 2 1.8 Pattern</p> | <p>Year A EYFS/Y1 Summer 1 1.9 Storytime</p> <p>KS1 Aut 1 1.4 Weather</p> <p>Spring 1 1.7 Our School</p> <p>1.9 Storytime</p> <p>Spring 2 2.1 Ourselves</p> <p>2.3 Our land</p> <p>Y2/3</p> <p>Aut 1 2.9 Weather</p> <p>Spring 1 2.3 Our Land</p> <p>2.7 Storytime</p> <p>Spring 2 3.3 Sounds</p> <p>LKS2 (has Mu2/1.5)</p> <p>Aut 1 3.1 Environment</p> <p>3.2 Buildings</p> <p>Aut 2 3.3 Sounds</p> <p>Spring 2 4.6 Around the World</p> <p>Sum 1 4.3 Sounds</p> <p>4.5 Building</p> <p>Sum 2 4.12 Food and Drink</p> <p>Y4/5</p> <p>Aut 1 4.2 Environment</p> <p>Aut 2 4.6 Around the World</p> <p>Spring 1 4.5 Buildings</p> <p>Spring 2 5.3 Life Cycles</p> <p>Summer 2 5.4 Keeping Healthy</p> <p>Sum 2 5.5 At The Movies</p> <p>Y6</p> |  |  |

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|                             |   |  | exploring different ways music is made  |   |  | <i>Aut 1 6.4 Roots<br/>Spring 1 6.2 Journeys<br/>Spring 2 6.3 Growth</i><br><br><i>1.8 Pattern (Beat)<br/>Year A<br/>LKS2 Aut 1 3.2 Building<br/>Year A Sum 1 4.5 Building<br/>Year A Y5 Spring 1 4.5<br/>Buildings<br/>Sum 1 5.4 Keeping Healthy<br/><br/>Year B<br/>Y2/3<br/>Aut 1 2.4 Our Bodies<br/>Aut 2 2.10 Pattern<br/>Sum 2 3.6 Time<br/>LKS2<br/>Aut 1 3.2 Building<br/>AUt 2 3.6 Time<br/>Spring 2 4.5 Building<br/>Sum 2 4.10 Time<br/>Y4/5<br/>Sum 1 5.4 Keeping Healthy<br/>Yr6<br/>Most units have an element of Beat</i> |   |
| <i>Westminster St James</i> | <i>2.3 Our Land (Exploring sounds)<br/>Mu1/1.3 Listen with concentration and understanding to a range of high-quality live and recorded music.<br/>MU1/1.4 Experiment with, create, select and combine sounds using interrelated dimensions of music.</i> | <i>2.3 Our Land (Exploring sounds)<br/>Children explore timbre and texture to understand how sounds can be descriptive. Children will match sounds to images. Children will create and perform descriptive instrumental music inspired by British myths and legends. Children listen to and identify contrasting sections of descriptive music. Children will match descriptive sounds to images. Children will identify ways of producing sounds. Children will listen to and evaluate composition. Children will rehearse and refine to develop a performance.</i> | <i>2.3 Our Land (Exploring sounds)<br/>Children will explore myths of Scotland and Northern Ireland using vocal and body percussion sounds. Children will identify water-inspired instrumental sounds in music. Children will explore instrumental sounds to accompany monster and giant myths. Children will explore myths of Wales and England using vocal and body percussion sounds. Children will identify ice-inspired instrumental sounds in music. Children will explore instrumental sounds to accompany the knights and heroes myths.</i> | <i>2.3 Our Land (Exploring sounds)<br/>Key Questions<br/>What sounds can you hear?<br/>What is the music describing?<br/>What sounds on instruments can you use to accompany the monster and giant myths?<br/>What vocal and body percussion sounds can be used with the myths?<br/>What can you hear in the ice inspired music?<br/>What instrumental sounds can accompany the knights and heroes myths?<br/>Why do we rehearse?<br/>Can you evaluate the performance?</i><br><br><i>Key vocabulary<br/>Tempo<br/>Dynamics<br/>Beat<br/>Rhythm</i> | <i>2.3 Our Land (Exploring sounds)<br/>Year B<br/>EYFS/Y1 Aut 2 1.7 Our School<br/>Aut 1 1.1 Ourselves<br/>Spring 1 1.9 Storytime<br/>KS1<br/>Aut 1 1.1 Ourselves<br/>Aut 2 1.7 Our School<br/>Spring 1 1.4 Weather, 1.9 Storytime<br/><br/>Year A<br/>EYFS/ Y1<br/>Sum 1 1.9 Storytime<br/>Spring 1 1.7 Our School<br/>Aut 2 1.1 Ourselves<br/>Aut 1 1.4 Weather<br/>KS1<br/>Aut 1 1.4 Weather<br/>Spring 1 1.7 Our School<br/>1.9 Storytime<br/>Spring 2 2.1 Ourselves</i> | <i>2.3 Our Land (Exploring sounds)<br/>Year B<br/>Y2/3<br/>Spring 1 2.9 Weather<br/>2.7 Storytime<br/>Summer 1 3.3 Sounds<br/>Year B (has Mu2/1.5)<br/>LKS2 Aut 1 3.1 Environment<br/>3.2 Building<br/>Aut 2 3.4 Poetry<br/>Spring 2 4.3 Sounds<br/>4.5 Building<br/>Y4/5<br/>Aut 1 4.2 Environment<br/>4.4 Recycling<br/>Spring 1 4.6 Around the World<br/>4.12 Food and Drink<br/>Spring 2 5.3 Life Cycles<br/>Sum 1 5.4 Keeping Healthy<br/>Y6<br/>Aut 2 6.2 Journeys</i>   | <i>INVESTIGATION EXPRESSION APPLICATION</i> |

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|  |  | <p><b>2.10 Pattern (Beat)</b><br/>MU1/1.4 Experiment with, create, select and combine sounds using interrelated dimensions of music.</p> <p><b>2.10 Pattern (Beat)</b><br/>Children will perform steady beat patterns with a song.<br/>Children will play different patterns of steady beat within four beats, and matching to a simple score.<br/>Children will perform an create simple rhythms using simple score.<br/>Children will perform and create simple 3 beat rhythms using a simple score.<br/>Children will interpret a score to perform different beat patterns.<br/>Children will perform beat patterns with voices and percussion.<br/>Children will explore different ways to organise music.</p> <p><b>INVESTIGATION-</b> Investigating how the voice and body can be used to make sounds<br/>Investigating own feelings and emotions related to a range of musical experiences<br/><b>EXPRESSION-</b> the ability to explore music as a medium for expressing themselves<br/><b>APPLICATION-</b> identifying key musical terminology and using it in description of music exploring different ways music is made</p> | <p>Children will rehearse the vocal sounds and chants for Map of myths.<br/>Children will rehearse the instrumental sounds for Map of Myths.<br/>Children will rehearse, record and make a Map of myths slide show.</p> <p><b>2.10 Pattern (Beat)</b><br/>Children will learn to sing a song and count four beat patterns.<br/>Children will identify a slow and fast pulse within a four beat pattern.<br/>Children will play spider rhythms by making sounds on selected beats.<br/>Children will learn to sing a song and count in 3 beat patterns.<br/>Children use a score to perform sounds in 3 and 4 beat patterns.<br/>Children will perform a song with 2 different beat patterns.<br/>Children will identify 3 and 4 beat patterns in music.</p> <p><b>Key vocabulary</b><br/>Beat<br/>Rhythm<br/>Metre<br/>Score<br/>Rhythm pattern<br/>Accompaniment<br/>Structure</p> | <p>Drone<br/>Melody<br/>Duration<br/>Texture<br/>Timbre</p> <p><b>2.10 Pattern (Beat)</b><br/>Key Questions<br/>Can you identify the 4 beat pattern?<br/>Can you identify the slow and fast pulse?<br/>Can you make sounds in selected beats?<br/>Can you hear the three beat pattern?<br/>Can you identify the slow and fast pulse in a 3 beat pattern?<br/>What is a score?<br/>Can you use a score to perform sounds in 3 and 4 beat patterns?<br/>Can you perform a song with two different beat patterns?<br/>Can you identify 3 and 4 beat patterns in music?</p> | <p><b>2.3 Our land</b></p> <p><b>2.10 Pattern (Beat)</b><br/>Music Focus Beat<br/>Year B<br/>Aut 1 1.10 Bodies<br/>Aut 2 1.8 Pattern<br/>Year A EYFS /Year 1 Aut 1 1.2 Number<br/>Spring 2 1.5 Machines<br/>Sum 1 1.10 Or bodies<br/>Sum 2 1.8 Pattern</p> | <p><b>Spring 1 6.3 Growth</b><br/><b>Spring 2 6.4 Roots</b></p> <p><b>Year A</b><br/>Y2/3<br/>Aut 1 2.9 Weather<br/>Spring 1 2.3 Our Land<br/>2.7 Storytime<br/>Spring 2 3.3 Sounds<br/>LKS2 (has Mu2/1.5)<br/>Aut 1 3.1 Environment<br/>3.2 Buildings<br/>Aut 2 3.3 Sounds<br/>Spring 2 4.6 Around the World<br/>Sum 1 4.3 Sounds<br/>4.5 Building<br/>Sum 2 4.12 Food and Drink<br/>Y4/5<br/>Aut 1 4.2 Environment<br/>Aut 2 4.6 Around the World<br/>Spring 1 4.5 Buildings<br/>Spring 2 5.3 Life Cycles<br/>Summer 2 5.4 Keeping Healthy<br/>Sum 2 5.5 At The Movies<br/>Y6<br/>Aut 1 6.4 Roots<br/>Spring 1 6.2 Journeys<br/>Spring 2 6.3 Growth</p> <p><b>2.10 Pattern (Beat)</b><br/>Year A<br/>LKS2 Aut 1 3.2 Building<br/>Year A Sum 1 4.5 Building<br/>Year A Y5 Spring 1 4.5 Buildings<br/>Sum 1 5.4 Keeping Healthy</p> <p><b>Year B</b><br/>Y2/3<br/>Aut 1 2.4 Our Bodies<br/>Aut 2 2.10 Pattern<br/>Sum 2 3.6 Time<br/>LKS2<br/>Aut 1 3.2 Building<br/>AUt 2 3.6 Time<br/>Spring 2 4.5 Building<br/>Sum 2 4.10 Time<br/>Y4/5</p> |
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| <b>Computing</b><br><br><b>Crowland/Regent</b><br><br><b>1.2 creating media-digital painting</b> | Pupils should be taught to:<br><br>purposefully to create, organise, store, manipulate and retrieve digital content;     | Children know how to make marks on a screen and explain which tools are used. Children know how to draw lines on a screen and explain which tools are used<br>Children can use the paint tools to draw a picture. Children know how to make marks with the square and line tools and can use the shape and line tools effectively. Children know how to use the shape and line tools to recreate the work of an artist. Children can choose appropriate shapes and colour choices. Children know how to create a picture in the style of an artist. Children know that different paint tools do different jobs and can say which tools were helpful and why. Children can make dots of colour on the page. Children know how to change the colour and brush sizes. Children know how to use dots of colour to create a picture in the style of an artist. Children know the differences between painting on a computer and on paper and can express a preference<br><br>Children know what devices can be used to take photographs. Children can talk about how to take a photograph<br>Children can explain the process of taking a good photograph. Children know how to take photos in both landscape and portrait format and explain which looks better | Children can:<br>add text strings, text boxes and show and hide objects and images, manipulating the features; use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape;<br>use applications and devices in order to communicate ideas, work, messages and demonstrate control; save, retrieve and organise work;<br>use key vocabulary to demonstrate knowledge and understanding in this strand: | Enquiry Questions<br>Q1 what do different freehand tools do?<br>Q2 How do I use the shape tool and the line tools?<br>Q3 How can I use PAINT/PAINTZ on my own to paint a picture<br>Q4 Can you make a painting that looks like a Mondrian or a Matisse?<br><br>Key Vocabulary<br>paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present. | <b>Year A term 3 EYFS Computing-writing</b><br><br><b>Year A term 2 KS1 Computing-photography</b><br><b>Year A term 3 Ks1 Computing-music</b><br><b>Year A term 2 Yr 3 Computing-animation</b><br><b>Year A term 3 Yr 3 Computing-publishing</b><br><b>Year A term 2 Yr 4 Computing -audio editing</b><br><b>Year A term 2 Yr 4/5 computing vector drawing</b><br><b>Year A term 3 Yr 4 Computing photo editing</b><br><b>Year A term 3 Yr 4/5 Video-editing</b><br><b>Year B term 2 KS1 Computing-painting</b><br><b>Year B term 3 Ks1 Computing-writing</b><br><b>Year B term 2 Yr 4/5 Computing -audio editing</b><br><b>Year B term 3 Yr 4/5 Computing photo editing</b><br><br><b>Year B term 2 Yr 3 Computing-animation</b><br><b>Year A term 2 Yr 5/6 Computing -3d modelling</b><br><b>Year A term 3 yr 5/6 Computing -web pages</b><br><b>Year B term 2</b><br><b>Year B term 3 yr 5/6 Computing -video editing</b> | <b>INVESTIGATION</b><br><b>EXPRESSION</b><br><b>INTERPRETATION</b><br><b>REFLECTION</b><br><b>APPLICATION</b><br><b>DISCERNMENT</b><br><b>ANALYSIS</b><br><b>SYNTHESIS</b><br><b>EVALUATION</b> |
| <b>Westminster/St James</b><br><br><b>2.2 Digital</b>  | Use technology purposefully to create, organise, store, manipulate, and retrieve digital content<br><br>Recognise common | Children can:<br>use software to record, create and edit sounds and capture still images;<br>use software to capture photographs for a purpose; crop and arrange photographs<br>use key vocabulary to demonstrate knowledge and   | To use a digital device to take a photograph<br>To make choices when taking a photograph<br>To describe what makes a good photograph<br>To decide how photographs can be improved<br>To use tools to change an image  |   | <br><br><b>Year A term 3 Ks1 Computing-music</b><br><b>Year A term 2 Yr 3 Computing-animation</b><br><b>Year A term 3 Yr 3 Computing-publishing</b><br><b>Year A term 2 Yr 4 Computing -audio editing</b>  |   |

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| photography | <p>uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> | <p><b>Children can identify what is wrong with a photograph and can improve a photograph by retaking it.</b></p> <p><b>Children know the effect that light has on a photo and can experiment with different light sources.</b></p> <p><b>Children know why a picture may be unclear. Children know that images can be changed and can use a tool to achieve a desired effect</b></p> <p><b>Children can recognise which photos have been changed</b></p> | <p><b>understanding in this strand:</b></p> <p><b>INVESTIGATION</b><br/>asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p><b>EXPRESSION</b><br/>the ability to explain processes, concepts and practice, rituals and practices;</p> <p><b>THINKING</b><br/>the ability to identify and articulate computational thinking.</p> <p><b>INTERPRETATION</b><br/>the ability to understand computing theories; the ability to suggest meanings.</p> <p><b>REFLECTION</b><br/>the ability to reflect on why their process may not have worked and use resilience to problem solve.</p> <p><b>APPLICATION</b><br/>the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects</p> <p><b>DISCERNMENT</b><br/>seeing clearly for themselves how they use computing in their daily lives and in future employment.</p> <p><b>ANALYSIS</b><br/>distinguishing between the feature's methods of different investigations.</p> <p><b>SYNTHESES</b><br/>linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes.</p> <p><b>EVALUATION</b><br/>understand what can be done differently and what impact this may have on the outcome.</p> | <p><b>Key Vocabulary</b></p> <p>Digital device, camera, film, format, landscape, portrait, light effects</p>                         | <p><b>Year A term 2 EYFS</b><br/><b>Computing-painting</b><br/><b>Year A term 3 EYFS</b><br/><b>Computing-writing</b><br/><b>Year B term 2 EYFS</b><br/><b>Computing-painting</b><br/><b>Year B term 3 EYFS</b><br/><b>Computing-writing</b></p> | <p><b>Year A term 2 Yr 4/5</b><br/><b>computing vector drawing</b><br/><b>Year A term 3 Yr 4</b><br/><b>Computing photo editing</b><br/><b>Year A term 3 Yr 4/5</b><br/><b>Video-editing</b><br/><b>Year B term 2 KS1</b><br/><b>Computing-painting</b><br/><b>Year B term 3 KS1</b><br/><b>Computing-writing</b><br/><b>Year B term 2 Yr 4/5 Computing -audio editing</b><br/><b>Year B term 3 Yr 4/5</b><br/><b>Computing photo editing</b><br/><b>Year B term 2 Yr 3</b><br/><b>Computing-animation</b><br/><b>Year A term 2 Yr 5/6</b><br/><b>Computing -3d modelling</b><br/><b>Year A term 3 yr 5/6</b><br/><b>Computing -web pages</b><br/><b>Year B term 2</b><br/><b>Year B term 3 yr 5/6</b><br/><b>Computing -video editing</b></p> |  |
| PE          | <p>Pupils should be taught to:</p> <p>perform dances using simple movement patterns.</p>   | <p>Yr 1/2 Children can show control as they travel, jump and spin; Children know how to identify which part of a performance may need to be</p>  | <p>describe how the body feels before during and after exercise. Carry and place equipment safely. Copy and repeat actions. Build a</p>  | <p><b>Enquiry Questions</b></p> <p>Q1 What is beat?</p> <p>Q2 How do I perform in unison and canon?</p> <p>Q3 What is mirroring?</p> | <p><b>Year A term 2 EYFS Dance</b><br/><b>Year B term 2 EYFS Dance</b></p>   | <p><b>Year A term 2 KS1 Dance</b><br/><b>Year A term 2 Yr 3 Dance</b><br/><b>Year A term 2 Yr 4/5 Dance</b></p>  | <p><b>INVESTIGATION</b><br/><b>EXPRESSION</b><br/><b>INTERPRETATION</b><br/><b>APPLICATION</b></p> |

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|  | <p>improved; Children can keep to the beat of the music when performing; Children can improvise independently and adapt previous ideas to include in a dance; Children know how to • work effectively within a group to perform in canon; Children know how to combine actions to create a short motif; Children can mirror the movements of a partner; Children can copy and repeat actions in time with the music; Children can describe the sequence of a dance; Children can shape their bodies appropriately to represent an object and respond to changes of speed; Children can suggest some ways to improve their movements.</p> <p><b>Yr 3 .</b>Children can use movements to tell a narrative; Children know how to combine and link an increasing number of movement phrases and patterns; Children can create fluent movements, using precision and control; Children know how to show an awareness of other's movements, responding accordingly with their own movements; Children can evaluate their own performance and suggest ways to improve it.</p> | <p>sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as Unison cannon and mirroring. Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Perform skills with some control.</p> <p><b>Yr 2</b></p> <p>Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others</p> <p><b>Yr 3</b></p> <p>Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work</p> <p>Perform with some awareness of rhythm and expression</p> <p><b>INVESTIGATION-</b><br/>       -asking relevant questions<br/>       - using different approaches to determine skills and tactics</p> <p><b>EXPRESSION-</b><br/>       -the ability to express themselves through movement<br/>       -the ability to explain what they do and how they do it</p> <p><b>INTERPRETATION</b><br/>       -understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> | <p><b>Q4 What do we mean by motif?</b></p> <p><b>Key vocabulary</b><br/>       Cannon, sequence, unison, performance, repetition</p> |  | <p><b>Year A term 2 yr 5/6 Dance</b></p> <p><b>Year A term 2 Yr 3 Dance</b></p> <p><b>Year B term 2 Yr 4/5 Dance</b></p> |
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|                  |  |  | <b>APPLICATION</b><br>- make connections between different skills in different sports and how these are interlinked<br>-to apply the skills, they have learnt in different situations   |  |   |  |  |
| <b>PSHE/RS E</b> | <b>Physical Well being</b><br><b>What can help us grow and stay healthy?</b><br><b>Being healthy: eating, drinking, playing and sleeping</b> | Know the different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest<br>•know that eating and drinking too much sugar can affect their health, including dental health<br>Know how to be physically active and how much rest and sleep they should have everyday<br>Know that there are different ways to learn and play; how to know when to take a break from screen-time<br>Know how sunshine helps bodies to grow and how to keep safe and well in the sun | Can explain about what keeping healthy means; different ways to keep healthy<br>Can explain about foods that support good health and the risks of eating too much sugar<br>Can explain about how physical activity helps us to stay healthy; and ways to be physically active everyday<br>Can explain about why sleep is important and different ways to rest and relax how to keep safe in the sun and protect skin from sun damage<br>Can explain about different ways to learn and play recognising the importance of knowing when to take a break from time online or TV<br><br><b>INVESTIGATION –</b><br>asking relevant questions;<br>knowing how to use different types of sources as a way of gathering information.<br><b>EXPRESSION –:</b><br>the ability to explain patterns of behaviour, beliefs, feelings and practices;<br>the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media.<br><b>INTERPRETATION –:</b><br>the ability to draw meaning from different viewpoints, world events and societal change;<br>the ability to know that we are all different and we live in a diverse world;<br>the ability to use health information to be informed on issues pertaining to health and safety; | <b>Enquiry Questions</b><br>How can we protect ourselves from the sun when we are outside?<br>How do you feel if you don't get enough sleep?<br>Can you think of any 'healthy' foods?<br><br><b>Key Vocabulary</b><br>Exercise<br>Diet<br>Rest<br>Well-being<br>Lifestyle<br>Sun damage<br>Sleep<br>Sugar/salt/fat | All PE lesson per term<br>Year B Term 1 KS1 Music:<br>Our bodies<br>Year B Term 2 EYFS<br>RSE/PSHE: physical wellbeing<br>Year B Term 1 EYFS<br>Science: Bodies and senses<br>Year B Term 1 EYFS<br>English: mini autobiography<br>Year A Term 2 EYFS<br>Science: Humans – differences and similarities<br>Year A Term 5 KS1<br>Science: Humans – skeletons and muscles | All PE lesson per term<br>Year B Term 4 KS1<br>Science: exercise and health<br>Year B Term 5 KS1 Topic:<br>Food, Glorious Food<br>Year B Term 2 Y3&4<br>Science: digestion, teeth<br>Year B Term 2 Y3&4<br>PSHE/RSE: physical well-being<br>Year B Term 2 Y4/5<br>PSHE/RSE: physical well-being<br>Year B Term 5 Y4/5 DT:<br>Design a healthy snack<br>Year B Term 2 Y5/6<br>PSHE/RSE: physical well-being<br>Year B Term 6 Y5/6 DT:<br>Design a savoury dish<br>Year B Term 1 Y5/6<br>science: nutrients and water<br>Year A Term 2 Y3&4<br>science: nutrition<br>Year A Term 6 Y3&4<br>science: muscles and skeleton<br>Year A Term 2 Y4/5<br>science: digestive system and teeth<br>Year A Term 2 Y5/6<br>science: circulatory system | <b>INVESTIGATION</b><br><b>EXPRESSION</b><br><b>INTERPRETATION</b> |

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|  |  |  | <p><b>the ability to be informed on physiological and emotional changes;</b><br/><b>the ability to be informed on good and bad choices and how to respond to different situations;</b><br/><b>the ability to know where to seek help and advice.</b></p> |  |  |  |  |
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